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ABSTRACT

Designed for the individualized instruction of non-mainstream (non-standard) dialect bearing students from middle school through secondary, this instructional packet attempts to develop flexibility in language whereby the dialect bearer will be able to assimilate the mainstream (standard) forms and phonology into his own idiolect without destroying his non-mainstream dialect. The packet stresses the value of oral work and repetition in producing this outcome. It is suggested that the teacher take an initial reading miscue inventory of a sample of each student's reading. The packet presents strategies and simple exercises for producing student awareness of dialectical miscues, for bridging the gap between mainstream and non-mainstream dialects, for encouraging standard usage of verb forms, and for using picture exercises to build up generalized conceptions about speech patterns. The desired end result is the reduction of any perceptual dysfunction created in the mismatch of the two dialects as they are perceived by the student, verbally and silently in materials. Included in the packet are picture exercises and pattern drills for individualized instruction. (CM)

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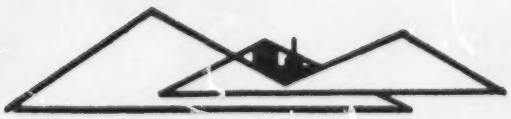
INSTRUCTIONAL PACKET

A BIDIALECTAL APPROACH

By

Shayla R. Damron



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Shayla R. Damron

for

Appalachian Studies Workshop

Berea College

July 18, 1977

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INSTRUCTIONAL PACKET

A Bidialectal Approach: Strategies for Assimilating the Mainstream Dialect into the Non-mainstream Southern Mountain Dialect

Purpose: This instructional packet is designed for individualized instruction of the non-mainstream dialect bearing student from middle school through secondary. I have used the terms mainstream and non-mainstream (as used by the Center for Applied Linguistics, Arlington, Va.) throughout as referrents to the commonly used classifications of standard and non-standard, respectively.

Given that "learning spoken language is different from other types of learning, and it cannot be brought about by methods and materials alone," (Wolfram and Christian, 1975) the task at hand of developing language materials is not a simple one. Within the packet are pattern drills and picture exercises to aid the non-mainstream student with encoding the mainstream dialect of the words on the printed page as he decodes via his non-mainstream dialect. The desired end result is the reduction of any perceptual dysfunction created in the mismatch of the two dialects as they are perceived by the student, verbally and silently in materials.

The philosophy of this approach is not eradication of the non-mainstream dialect, but rather a development of the flexibility in the language whereby the dialect bearer will be able to assimilate the mainstream forms and phonology into his own idiolect. I am reflecting this goal in the methodology of the packet as well. Though the basis for most pattern drills is substitution and translation of referrent and mainstream term, the repetitious nature of the pattern drills involves the establishment of a second mainstream dialect for the dialect bearer without destroying his non-mainstream dialect.

Some drills are constructed in such a way that the student does not have to distinguish between "right" and "wrong", but simply has nothing but mainstream variants to choose. Such selection is more reinforcing than including a negative response which must be hurdled. Such a building-block basis is similar to the English as a second language orientation. Linguists have generally advocated the prime importance of oral work in learning a foreign language. This oral work also serves the purpose of arousing and maintaining the student's interest. As in a foreign language study, the emphasis should be on continuity in reception and production as opposed to word-for-word accuracy. Thus, for example, the first pattern drill I have included for distinction of verb tense is handled much in the same vein of a foreign language pattern drill stressing tenses, with repetition of the forms and cloze-procedure follow-up.

Initiatory Activity Strategy

An instructor must be systematic in an approach to dialect study. First the miscues which the student is encoding in his/her reading must be isolated. The best way to do this is to take a reading miscue inventory (RMI) of a sample of the student's reading. Cut-off may be either after the first 20 mistakes or wherever appropriate for the purposes of this measure. Since the variables of dialect are being considered in this RMI, an appropriate selection for students to read might be the script to Americans Speaking, a dialect-feature eliciting laden passage entitled "My Eccentric Grandfather". It is

composed in such a way that dialectal variants will surface in the different features included. Following the initial RMI recording would be a good time to play the recording of the Americans Speaking to show the participant the three varying dialects recorded within the regions of the Northern, Midland, and Southern. A copy of the script is Appendix A.

With the RMI technique, the instructor records a passage read aloud by the student and marks the miscues he has made. As the RMI has been formally developed, dialect is only one of several categories considered. Dialect is not even considered as a significant subclass of miscues unless it is proven to interfere with comprehension. However, determination of such is often left up to the subjective assessment of the RMI evaluator.

However, often dialectal miscues, especially those involving verb forms, can indeed interfere with the student's production and comprehension of the mainstream-based material he is reading. Concerning English study skills, dialectal differences often account for use of verb forms which might otherwise be considered grammatical errors. Lexical and phonological variations are also basic to dialect differences.

If the student is not receptive to this type of evaluative work, several approaches may make him understand what you are trying to do and otherwise make him feel that you are not singling him out as being "different" in a negative sense. Students are often unconscious of their own dialect as being different, but having acclimated themselves with a capacity to

understand the mainstream dialect, they are quite adept at hearing other differences outside their linguistic community. The strategy here is to make the student conscious of his own regional dialect, and to some extent his own idiolect, for purely objective reasons.

Strategy for Awareness of Dialectal Miscues

Labov purports that an ability to perceive the social significance of dialectal differences precedes the acquisition of consistent prestige styles in mainstream English (Labov, 1971). Students are first cognizant of these differences during adolescence when their contacts extend beyond their native linguistic community to the total school community. In other words the student must have the desire to become a member of the mainstream language community before he puts forth the necessary effort to acquire that language.

A tolerance for style-shifting must next be built, exemplifying the value of the standard dialect in situations of educational and occupational importance. For awareness purposes students might be engaged in a dialog situation of a mock job interview. A similar dramatization could ensue with the personnel director cast as the mainstream dialect bearer and the two applicants as bearing one mainstream and one non-mainstream dialect. A dialect different from the prevalent one, in this case Southern Mountain, should be used in the dialog situation to avoid identification of the non-mainstream with a low-status dialect, but rather to show it as a different dialect. A sample job interview follows, using a simulated Black dialect.

The Job Interview

Interviewer: John Avery, an assistant director for the Springfield City Department of Recreation

Linda: A Black student who dropped out of school last year in the 8th grade

Mary: A Black student who finished high school with a "C" average

* * * * * * * * *

John: "Good afternoon, Mary and Linda. Won't you come in and sit down?"

Linda: "Hey, thanks, man."

Mary: "Hello. Thank you."

John: "I understand you are both interested in the concession stand job in Grant Park this summer."

Linda: "Yeah, man, I says it'd be a o.k. job."

John: "I see. And you, Mary?"

Mary: "Yes, Mr. Avery, the job's just what I need to make some money for school next fall."

Linda: "Yeah, man, that's 'xactly whut I sayed."

* * * * * * * * *

Question: On the basis of the language used by the two interviewees while talking to Mr. Jones, who do you think got the job?

Of course implications as to the potential value of the student who wanted to work for school money cannot be overlooked. Also she is the one with the more mainstream dialect. These influences leave the students considering the question of who got the job no choice but that Mary must have gotten it. Some students might enjoy role playing and creating their own script for a different dialect once they are aware of the process.

Strategy for Bridging the Gap between Mainstream and Non-Mainstream Dialects

Given that ". . . most pupils who speak a dialect do learn to assimilate varieties of standard that they hear and read," (Dixon, p. 20) one can assume that bridging the gap between non-mainstream and mainstream dialects is not an impossible task, though the variations involved may be great.

Significant features of the Southern Mountain dialect have been set down perhaps most accessibly by Dr. Cratis Williams in his several articles on mountain speech. These articles are appendixed to the packet (Appendix B).

A non-mainstream dialect bearer may be a mixture of dialects if he has been influenced by migration or some other outside forces, so that his dialectal forms are affected as well as being non-mainstream. "The hyper-urban migrant whose head has been turned by outlanders" may say /idn't/, /hadn't/ and /habn't/ for isn't, hasn't, and haven't (Williams, 1968). Therefore, an instructor must find out where the student has lived and other such factors to understand better the source of his dialectal differences.

Since there is often a mixture of dialects, a check-list of dialectal features of social dialects of English must be included also. (See Appendix C). Its inclusion broadens the possibilities for isolation of dialectal features of speech. The check list has been compiled by Raven I McDavid, Jr., Professor of English at the University of Chicago.

The Strickland (1973, p. 85) study shows conclusively that a change can be brought about whereby a program of reading mainstream materials aloud concurrently with follow-up oral language activities expands the native low-status dialect to include mainstream forms without obliterating the native dialect. As already mentioned, this basic philosophy of non-eradication is employed in the following pattern drills. Emphasis is on reading aloud in these drills for expansion of the language because silent reading would not be an effective method for decoding via the mainstream dialect. The student with a dialect different from the mainstream one is already decoding via his own dialect. He needs reinforcement of mainstream pronunciation, meaning, and order in his sentence. Oral reading will reinforce such.

It is suggested that the student be in a portable language lab situation for implementation of these drills. A tape recording of the drills should be made so the student can participate aurally, orally, and visually with a script at hand.

A large segment of individualized study for some non-mainstream dialect bearers may be necessary in the area of verb forms. Cratis Williams purports, for example, that five of the most common verbs are used only in infinitive form in the Southern Mountain dialect: begin, come, eat, give, run (Williams, 1962). Thus, when the instructor discerns the use of the infinitive form without distinction of tense, he should recognize this as a

possible dialectal difference and not an error. To increase facility in the acquisition of tense usage, a pattern drill such as the following one can be useful.

Using begin and eat

Directions: Repeat the following sentences in the pause after you hear them on the tape.

I. Verb: begin

1. I begin work in the morning.
2. I began work late.
3. I have begun work late many times.

Now repeat the sentences substituting we for I.

II Verb: eat

1. We eat breakfast at 8 o'clock.
2. We ate apple pie for dessert.
3. We have eaten apple pie already.

Now repeat the sentences substituting I for we.

III. Verb: run

1. She runs home.
2. She ran home.
3. She has run home.

Now repeat the sentences substituting he for she.

Such pattern drills could be constructed for whichever of these 5 verbs the non-mainstream dialect student may be miscuing, if such is indicated by the RMI.

Repetition is the reinforcement in this pattern drill. The paradigms are repeated by the student in preparation for verbal exchange with the instructor for the purpose of eliciting the desired verb form.

The oral follow-up language activity in this pattern uses the same sentences basically.

Instructor: I begin work in the morning.

We . . . . ? (said in a questioning manner so as to elicit the response) and so on . .

Activity for Transitive and Intransitive Verb Forms

Another verb distinction that needs to be made is between transitive and intransitive verbs such as lie-lay, rise-raise, and sit-set. Williams analyzes the dialect usage on this point as follows:

> That trey of troublesome verb pairs, lie-lay, rise-raise, sit-set, which presents perennial problems to so many teachers of English is of no concern whatever to the highlander, who not only consistently uses lay, laid, laid and set, set, set both transitively and intransitively, but who would under no circumstances be guilty of using lie and sit. (Williams, 1962)

To introduce the problem of identifying classes of transitive and intransitive verbs would simply confuse the student whose dialect directs non-distinction between the two forms. Therefore, I would not use the typical English study drills whereby the student must identify the verb by labelling it (v.i. , v.t.) (v.t.) or (v.i.) in a selection such as the following: I lay in the sun all afternoon. (underline v.i., or v.t.)

A pattern format using repetition of the standard usage of the different forms of the three verb sets would be more reinforcing than labelling a part of speech as transitive or intransitive.

* * * * * * * * *

Using rise and raise

Directions: Repeat the following sentences in the pause after you hear them on the tape.

Example: The sun rises in the east.

The sun rose at 6.

The sun has risen over the lake.

Substitute moon for sun and repeat the sentences.

John raises the window.

John raises the shade

John raises his hand.

Substitute Mary for John and repeat the sentences.

A third dialect difference which needs distinction is the use of the same verb form for both past and perfect tenses. Some verbs from the verb list included by Cratis Williams on this point are as follows:

present	past	past participle
do	done	done
go	went	went
know	knowed	knowed
see	saw	saw
sing	sung	sung
take	tuck	tuck
write	wrote	wrote

(Williams, 1962)

From this lack of differentiation comes such sentences as, "I have wrote the letter many times," in the non-mainstream dialect.

To encode the mainstream differentiation of past and perfect tenses, various pattern drills stressing the changing of verb tense forms can be used. The fewer words used in these patterns the better, as each word will then take on the significance needed for time and tense.

Using go, know, and write

Directions: Repeat the phrases in the pause after you hear them on the tape.

I go today.	I know the way.
I went yesterday	I knew the way.
I have gone many times.	I have known the way.

Repeat, using we instead of I.

She writes in the morning.
She wrote last week.
She has written many times.
Repeat, using he instead of she.

An additional strategy used in these pattern drills is the basis for repetition using the same person of pronoun or noun subject. Keeping this variable of person constant keeps the student from dealing with the variable of number in the subject/verb agreement.

Strategy for Utilizing the McDavid Checklist

In the following purpose/response task pattern drill, there is included a sample paragraph wherein the tenses and other inflections are used correctly in the same instances as called for by the excercises involved. The structure is inherently reinforcing to the mainstream forms.

Given: Analogizing of inflected comparisons: the wonderfullest time, a lovinger child. (McDavid, #13)

-Only the words below would appear on the study sheet-

* * * * * * * * * *

Using the Comparative and Superlative (optional where the appearance of these words might call for another abstraction of terms they have not learned)

(Purpose Task) Read the following paragraph carefully. Note the use of more and most before longer words such as helpful; shorter words stand alone and add er or est. Note all underlined words.

(Response Task) In the sentences below, fill in the correct word or ending for the underlined word.

warm, warmer, warmest

Today is the warmest day we have had. Day before yesterday it was warm, and yesterday it was still warmer, but today is the warmest yet.

big, bigger, biggest

We want to find the biggest swimming hole around. We have been looking for one bigger than Middletown's, but we haven't found one that big.

You couldn't ask for a more wonderful time than we had today. Swimming in the biggest lake this side of the Rockies was great. The Park Service was most helpful of all the places we asked in giving us directions.

* * * * * * * *

Now fill in the correct word or ending in the following sentences.

The hungry man was _____eager to eat than I.

This was the _____helpful teacher of all.

The soup is warm__ than I like it.

The turtle is big____ than the one in the box.

Strategy for Use of Picture Exercises

Picture exercises can provide a sufficient number and variety of contexts and situations to build up generalized conceptions about speech patterns. The picture is a means of stimulating a response without constant intervention vocally or otherwise. In the practice of picture exercises, the student's responses in numerous speech situations made by him are reflective of a need to respond in the same manner for a given pattern. Thus, sequential pictures representing the same action by three or four different individuals in a row can elicit the same basic pattern with only nouns or verbs changed, creating a pattern in which the respondent merely substitutes some classes of words or supplies function words to fill the pattern.

Pattern drills are useful as strategy for expansion of the language. If a student learns a number of sentences in patterns,

he implicitly will learn the pattern. The student needs to acquire different patterns, making them his own at a subconscious level. Psycholinguists regard the sentence as a pattern, the structure of which remains though the actual components may be substituted for each other (Hughes, 1968).

Chart I on #17 next page illustrates a picture-base for such a pattern drill exercise. The emphasis is upon a single pattern for the entire exercise. Once a pattern is set, it continues throughout the series of pictures, as the student applies it to each. The student is asked to identify two things and place them appropriately in the reading, such as "sack" and refrigerator" in the first sequence.

Some picture exercises can be developed for lexical items which are different from the mainstream lexicon for purposes of encoding the mainstream term. As concerns the variants, there are as many as four or five, on the average, referrents for each lexical item. Therefore, common usage must often be the guide for what is the popular mainstream term in a given area. For example, isoglosses in Vocabulary Change: A Study of Variation . . . by Gordon R. Wood give one an idea of the regional placement of colloquialisms and the frequency with which they are used. The word for the action of carrying a heavy suitcase can be either carry, freight, hike, lug, pack, or tote, depending on which region of the South the speaker may live in.

Four commonly used referrents for a paper container for groceries are bag, poke, sack, and toot. The word of most common usage is, say, sack; therefore, sack will be stressed in the picture exercise. The picture makes the necessary association of the two words. If someone is guiding the student's use of the picture charts, it would be good to give the initial pattern orally in a sample sentence such as: The [illegible] is behind the refrigerator.

For the Southern Mountain dialect, other differences exist for classes of words other than nouns. One such term is fornenst which means next up or up against. Different constructions can be made for these words and expressions, but the picture exercise can also be used in these instances by creating the situation appropriate to the response.

Some of the phonologically different features of the dialect are reproduced here: /purdy/ for pretty, /quare/ for queer; stămp, lămp, cămp, dămp instead of the shorter vowel sound; /clare/ for clear; /tar/ for tire and /far/ for fire, etc.

These differences in referrents should be seen as a means to understanding the dialect for the instructors as well as the students. It is not that the mainstream should replace the non-mainstream lexical items. Once the common picture base unit is understood within the language community, the non-mainstream terms could be utilized just as well for educational purposes. Dialect readers are an innovation of this ideology. In these the dialect of the

reader is used for the basis of the material in the book. The non-mainstream dialect person has facility in his own dialect, as can be evidenced verbally. As has been stated, his confusion comes when the mismatch of his non-mainstream "aural" dialect occurs with the mainstream printed materials. Therefore, it is suggested that transcriptions of oral history or communication tapes in the dialect of the student might be a good source of reading material for him. Such material would be reinforcing.

As concerns the whole value of pointing out differences and the implications of these dialectal differences to education, I would cite a review of the dissertation entitled A Dialect Survey of the Appalachian Region by A. Husain Quazilbash of Morehead State University in 1971. This work involved an exhaustive study of the different dialectal terms and colloquialisms Quazilbash encountered and the frequency with which they were used in several states. I quote from a letter from Dr. John K. Sherk, Jr., Director of the Reading Center of the University of Missouri, Kansas City Missouri, to Dr.Quazilbash:

> It is my hope that this study is the first step toward the creation of language specific reading materials for Appalachian speakers . . . . You and I both know that this is the most efficient route to literacy for adults in this region, particularly because of the reinforcement the learner receives when he recognizes that he is reading (decoding) words which correspond to his own speech patterns and characteristics.

Bidialectalism is a goal put forth for the beginning reader whether he or she may be in 1st grade or in the adult basic literary effort.

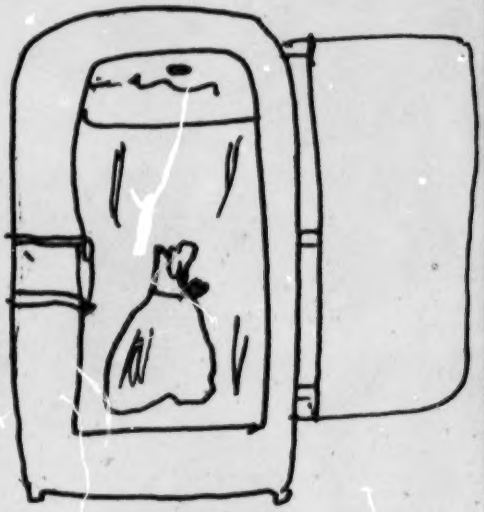
CHART I

Using SACK and REFRIGERATOR

The ____ is beside the _____

The _____ is on top of the _____

The _____ is in front of the _____.



The _____ is inside the _____.

USING CARRY AND PACK

I carry the pack on my back.

I carry the pack myself.

The pack is green.

(Hairpin) Bobbypin

Do you have a ?

Yes, I have a bobbypin.

Thank you for the bobbypin.

(Latch pin) Safety pin

Do you have a ?

Yes, I have a safety pin.

Thank you for the safety pin.

(Maytag) Washing Machine

The _____ _____ is white.

The _____ _____ is on the front porch.

The _____ _____ is on the back porch.

The _____ _____ is running.

(Tater) Potato

The _____is sliced.

The _____is cubed.

We are having fried _____.

We are having cooked _____.

Phonological Changes

(/purdy/) Pretty

The house is pretty far away.

The house is pretty near.

The curtains are pretty.

The girl is pretty.

(/rurnt/)ruined

The supper is ruined.

Her new dress was ruined .

The flood ruined the house.

The mayor's reputation was ruined .

(/chimly/) chimney

The chimney is brick.

The chimney is stone.

The chimney was torn down.

The chimney puffed smoke.

Semantic change

/fornenst/- against, next to

(The cat is curled up fornenst the chair.)

The drain pipe is against the house.

The cat is curled up next to her feet.

The hog pen is next to the rabbit hutch.

The boy is next to the fire.

* * * * * * *

Partial Word List for Non-mainstream Referrents
Colloquialisms

ball-the jack	Make speed
caboodle	Entire lot
back(v.)	Address
Ort(v)	Should
perscribe	prescribe
pianner	piano
pokey	jail
prize(v)	pry
restes(v)	rests
retch	reached
shinny-up	climb up by grip
sight (adj.)	large amount
to-do (n.)	program
yarb	herb
wherewithal	necessary power

(Garber, 1976)

Other than the picture exercises and the pattern drills for individualized instruction, a familiarity with the mainstream dialect can be nurtured by encouraged reading. A period of sustained silent reading of adolescent books on the level of the student's maturity in reading should be developed for one period a week. This is of invaluable importance. The student learns by example which he sees in interesting story form.

to coordinate with the recording Americans Speaking: A Dialect Recording. Standard examples of the speech of the Northern, Midland and Southern parts of the United States.

My Eccentric Grandfather

My grandfather put his poor old Ford car out to pasture in 1940, and for fourteen years he rode the train four mornings and four afternoons a week, getting up at 5:00 a. m. on Tuesdays and Thursdays to light the sooty old oil burner, boil his pot of coffee, and catch the dairy route man as he drove past to get his orange juice and his daily bottle of milk. After he had taken his bath, he had his half-slice of toast, his glass of orange juice, his milk, and his cup of coffee. Then he put on his bulky overcoat, with its fur collar, stepped into the yard, waited two or three minutes for the local bus, and boarded the train which was due at 8:00 a. m.

What he did during the eight hours he was in his office we never knew. Perhaps it was just as well that his business was foreign to us, because grandfather always took a calm, if not downright careless, attitude toward the law. My sister Mary used to say she didn't care what he did as long as he fought his suits in the courts and not in the family.

On Saturdays and when he came home at night, he might water the lawn or perhaps borrow a hammer or a wheelbarrow from Mrs. Forrest, his next-door neighbor, in a vain attempt to start the long overdue jobs of patching his roof or cleaning his garage, which was filled with everything from broken mirrors to broken music boxes, from rusty scissors to rusty funnels, not to mention a crop of horrid wasps which had haunted the place for years. I can still remember seeing a lot of paper towels in an abandoned chicken coop near the raspberry bed, with a hank of knotted yarn coiled around a whetstone on top of the whole mess.

When the time came for dinner, grandfather would put a can on the fire and heat up some greasy stew from the night before, open a can of tomatoes, prop a book up before him, and eat right from the stove. He never seemed to take much interest in food, anyway, and there weren't a lot of dishes to wash that way. I guess his stomach, teeth, and gums didn't object.

After he had rinsed off his cooking utensils, grandfather would try to get some dance music on the radio. However, his radio was pretty poor, so he seldom got it tuned properly. He would worry about this and turn it on very loud,--his ear for a beautiful air was, I fear, a tin one. Then he would sit down with his newspaper and amuse himself with the horrors of the world--a new government in France, a scandal in Washington, a revolution in Latin America, a family murder on Long Island. He had a fine time with them all, and always said that though life was no laughing matter, it was no matter if you laugh.

When he was tired ofthe bleating of the radio and the drought of international affairs, he would call his yellow mongrel dog in his loud hoarse voice. When he had rubbed him briskly with his palms and told him what a nice creature he was, he took him out and locked him in the barn by the creek for the night.

Then he came back in the house, drained a nice warm glass of milk, and climbed the stairs to hisroom. After he had brushed his short white beard until it shone to the roots, he went to bed to sleep the sleep of the just.

APPENDIX B

The following articles were published in MOUNTAIN LIFE AND WORK by Dr. Cratis D. Williams concerning the Southern mountaineer and his dialect:

"A. E. I. O. U." XXXVI:2. Sum. 1961. p. 8.

"The Content of Mountain Speech." XXXVII : 4. Win.'61 p. 13-17.

"Frank Proffitt" 1913-1965 (illus.) XLII: 1. Sp. 1966, p. 6-7.

"Metaphor in Mountain Speech." XXXVIII: 4. Win. 1962 p. 9-12.

"Metaphor in Mountain Speech." XXXIX :1. Sp. 1963, p. 50-53.

"Metaphor in Mountain Speech." part IX. XXXIX: 2. Sum.'63. p. 51-3.

"Mountaineers Mind Their Manners." (Part VI) XXXVIII: 2. Sum. 1962. pp. 19-25, 54-57.

"Prepositions in Mountain Speech." XL: 1. Sp. '64. p.53-55.

"The (R) in Mountain Speech." XXXVII: 1. Sp.'61. p. 5.

"The Real Thing." XLI: 1. Sp. 1965. p. 30.

"Rhythm and Melody in Mt. Speech." XXXVII; 3. Fall'61. p. 7-10.

"Verbs in Mountain Speech." XXXVIII: 1. Sp. '62. p. 15-19.

APPENDIX C

McDavid Checklist

PRONUNCIATION

1. The distinction between /θ/ as in thin and /t/ in tin, /f/ in fin, /s/ in sin.

2. Failure to make the similar distinction between /c/ in then and /d/, /v/, /z/.

3. Failure to make the distinction between the vowels of bird and Boyd, curl and coil. . . .

4. The omission of a weak stressed syllable preceding the primary stress so that in sub-standard speech professor may become fessor, reporter becomes porter, and insurance becomes shoo-ance or sho-unce.

5. A statistically disproportionate front-shifting of the primary stress giving such forms as po'lice, in'surance, ee'-ficiency and gui'-tar. (Front-shifting)

6. Heavy stress on what is a weak stressed final syllable in standard English, giving accident, element, president, evidence, etc.

INFLECTION

Noun 7. Lack of the noun plural: Two boy came to see me..

Pronoun 8. Lack of the noun genitive: This is Mr. Brown hat.

9. Analogizing of the/-n/ of mine to other absolute genitives, yielding ourn, yourn, hisn, hern, theirn.

10. Analogizing of the compound reflexives, yielding hisself, theirselves.

Demonstratives 11. Substitution of them for those, as them books.

12. Compound demonstratives, these-here dogs, them(there are cats.

Adjectives

13. Analogizing of inflected comparisons: the wonderfullest time, a lovinger child.

14. Double comparisons: a more prettier dress, the most ugliest man.

Verbs 15. Unorthodox person-number concord of the present of to be. This may be manifest in generalizing of am or is or are, or in the use of be with all persons.

16. Unorthodox person-number concord of the past of be: I were or we was.

17. Failure to maintain person-number concord of the present indicative of other verbs: I does, he do. (This is perhaps the most clearly diagnostic feature.)

18. Omission of /-in/ of the present participle: He was open a can of beer.

19. Omission of /-t, -d, ɔd/ of the past tense: I burn a hole in my pants yesterday.

20. Omission of /-t, -d, -ɔd/ of the past participle.

21. Omission of the verb to be in statements before a predicate nominative. He a good boy.

22. Omission of to be in statements before adjectives: They ready.

23. Omission of to be in statements before present participles: I going with you.

24. Omission of to be in statements before past participle: The window broken.

25. Omission of ~~tmxhmmimx~~ the /-s, /z, -ɔz/ reflex of has before been in statements: He been drinking.

26. Substitution of been, done, or done been for have, especially with a third person singular subject: He done been finish

(from McDavid, 1971, pp. 470-71)

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